Effect of DIR/Floortime Intervention on Adaptive Behavior of a Child with Autism Spectrum Disorder: A Case Study

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Study Team:

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- The quality of parent–child interaction & play
- Play is the primary occupation
- DIR Floortime (Developmental, Individual difference, and relationship-based) intervention program on social interaction and adaptive functioning
- Floortime is an intervention approach
- Few published study (1)
Functional and Emotional Developmental Levels (9 levels)

LEVEL 5
Ability to create mental representations

LEVEL 4
Ability to string together many circles of communication and problem solving into a larger pattern

LEVEL 3
Ability to enter into two-way purposeful communication

LEVEL 2
Ability to engage in relationships, including the depth and range of his/her pleasure and warmth

LEVEL 1
Ability to regulate his or her attention and behavior while being interested in the full range of sensations
Functional and Emotional Developmental Levels (9 levels)

**LEVEL 9**
Reflecting on feelings in a relationship to an internalized sense of self

**LEVEL 8**
Shades and gradations among different feeling states, the ability to describe degrees of feelings about anger, love, excitement, disappointment

**LEVEL 7**
Able to explore multiple reasons for a feeling, comparing feelings, and understanding triadic interactions among feeling states

**LEVEL 6**
Ability to make connections between different internal representations or emotional ideas
Method:

- A four years old boy
- Sensory Profile (SP)
- AAMR Adaptive Behavior Scale (ABS)
- Pre and post of 12-month (2 session/week)
Child:

Throwing objects,
Spitting,
Hitting,
Hyperactive,
Spinning around itself,
Clumsy,
Not being aware of danger,
Easily distracted

- Sensory Profile:
  Difficulty with movement, touch and multi-sensory information
Parent: Divorced

- **Mother:**
  - Turkish
  - Special education teacher
  - Prim
  - At weekdays

- **Father:**
  - Nigerian
  - Singer
  - Flighty
  - At weekend
Intervention

To child:
- Floortime therapy (Level 3)

To mother:
- Education and consultation
- Weekly meeting

To father:
- Home visiting & home arrangement
- Life style design
Results:

- Sensory processing patterns ($p \leq 0.05$)
- Adaptive behaviour ($p \leq 0.05$) positively ($p \leq 0.05$).
- Parent-child interactions and communication skills
Conclusion:

- Child’s biological, individual differences and functional emotional developmental capacities

- Following the child’s lead at play

- The functional developmental capacities for relating, communicating, and thinking
Thank you…

Once upon a time…

Happy ending 😊
References


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